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## Letter from the Editor

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## Letter from the Editor-in-Chief

The beginning of summer is a bittersweet time in the life of a teacher. We say goodbye to students whom we have grown to love and respect. We abandon ineffective instructional practices and platforms. We bid retiring colleagues fond farewell. And sometimes, we move. So it is with me, soon to leave my job at Gardner-Webb for a post as Professor of Education at High Point University.

My departure would be incomplete, of course, without collegial commentary. Convened for our annual Apples and Accolades celebration yesterday, I shared with no little pique the unlikelihood of travel this summer, owing to the move to a new home two and a half hours to the north. "You brought it on yourself, Steve," said the dean.

Indeed, I will miss my dry-witted dean and the many others who joined me in the windmill tilting professors are wont to do. I will miss the one stoplight in the little town of Boiling Springs, North Carolina, home to our main campus. I will miss impromptu rides in Officer Larry's golf cart from Tucker Student Center to wherever else on campus I wanted to go. I will miss Thursday lunch at The Café' with my friend and colleague, Jim, the two Jeffs, Dale, and occasionally a university administrator or two.

What I will not miss nor cannot leave, however, is my abiding devotion to *JOEL*, launched three years ago, now read in four continents, with contributors crossing national boundaries. We placed a bet; we were right: there is a market for emerging and practitioner scholarship and the sharing of locally solved problems of practice. Disciplined inquiry apparently may be found in places other than Tier One research universities.

Of course, with my move comes minor change at *JOEL*. It is a work in progress but the broad-brush strokes are these: Later this summer, I will transition into the role of Founding Editor. Managing Editor Jim Palermo will become Editor-in-Chief. Completing the circle, Jennifer Putnam, Gardner-Webb University Associate Professor of Education, will move into Jim's shoes as Managing Editor.

You will likely hear from Jim in the next issue as he pens his own Letter from the Editor-in-Chief. You will enjoy his perspective immensely. Consummate professional, Jennifer will be pulling levers behind the curtain to keep the trains running on time. It is from her, for example, that contributors learn the fate of their submissions and reviewer-editors the papers we request they read. As for me, I expect to continue reviewing manuscripts, assisting assigning reviewers to manuscripts, and responding to virtual-platform staff, albeit perhaps less. Now on to content:

We feature two articles in this issue, both of which suggest continuing and appropriate research interest in principals and principal preparation. First, we offer *Maximizing Teacher Time: The Collaborative Leadership Role of the Principal* by Sterrett, Parker, and Mitzer of University of North Carolina at Wilmington. Analyses of the North Carolina Teacher Working Conditions Survey results reveal that principals reported highest agreement with constructs related to "reasonable class size" and "protecting teachers from duties that interfere." The lowest levels of agreement were associated with "efforts made to minimize routine paperwork."

In a timely study from Ball State University researchers, *"It Wasn't Mentioned and Should Have Been": Principals' Preparation to Support Comprehensive School Counseling*. In a program evaluation, Lowery, Quick, Boyland, Geesa, and Mayes marshal evidence suggesting that principal-preparation programs can do a better job of preparing candidates to help counselors facilitate students' learning, social emotional needs, and college and career readiness.

On behalf of our editors and reviewers, we hope you personally enjoy and professionally benefit from our offerings this summer and beyond. And Godspeed to all who are on the move!